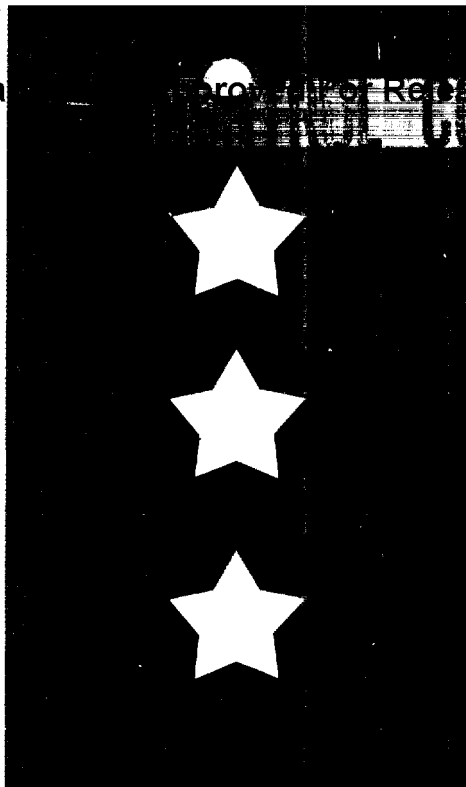


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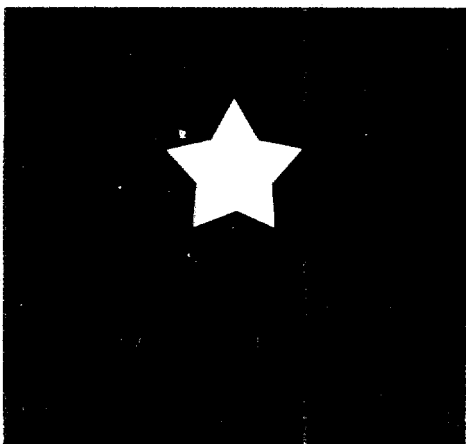
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JHB *gfr*
DLT *gfr*
LRM *Th*
ROD *ud*
LC *lc*
GC *cc*

January SB-35

support bulletin 1968



FOR INFORMATION OF HEADQUARTERS AND FIELD PERSONNEL

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PURPOSE

The Support Bulletin, published periodically, is designed to keep headquarters and field personnel informed on administrative, personnel, and support matters. The Support Bulletin is not directive in nature but rather attempts to present items which, in general, are of interest to all personnel and, in particular, of interest to those employees occupying various support positions. Suggestions and constructive criticism from both headquarters and field personnel are encouraged.

NOTE: — This bulletin is *for information only*. It does not constitute authority for action and is in no way a substitute for regulatory material.

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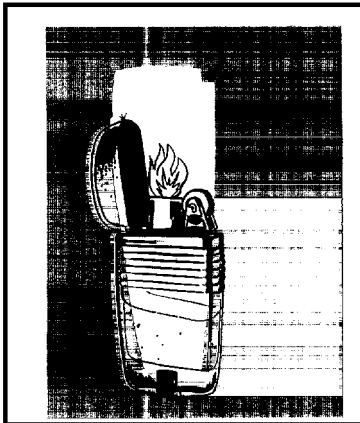
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Off the job

SAFETY HINTS

The hints given below are part of the Organization's program to reduce accidents both on and off the job.

CPYRGHT



*hazards of in-flight use
of visible fluid lighters.....*

Reports have been received of fires aboard both airline and general aviation aircraft resulting from the in-flight use of visible-fluid type cigarette lighters.

These clear (transparent) reservoir-type lighters have a fluid chamber sealed off from the wick compartment by a valve which normally remains in the closed position under a spring load. When fluid is desired in the wick compartment, the valve is pressed on, the lighter tilted, and the fluid is drained into the compartment containing the wick. The valve is then allowed to close thereby shutting off the fluid.

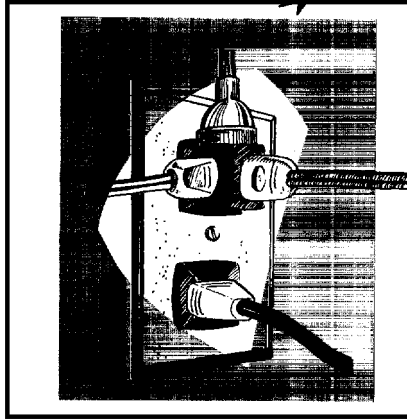
Altitude Causes Flooding

The several occurrences of lighter fires in flight indicate that with an increase in altitude, fluid from the chamber seeps into and floods the wick area; or prior to ignition, the user presses the valve allowing fluid to spurt into the wick area. This action with the pressure buildup in the fluid compartment due to the increase in altitude causes the lighter to flood. When the lighter is ignited, a fire of such magnitude occurs that the user is surprised and sometimes drops the burning lighter, causing a very serious fire hazard.

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Electricity source of fire

CPYRGHT



Number of Electrical Fires Going Up

Electricity starts a lot of fires each year—over 10 per cent of all building fires or around 60,000 fires per year, mostly in people's homes.

The safety of all kinds of electrical equipment has been steadily improving through the years. You can recognize electrical equipment tested for safety by the UL (Underwriters Laboratory) or FM (Factory Mutual) label. But the use of electricity has increased so much that the total number of fires still keeps on going up, especially (but far from exclusively) in homes.

Remember Joule's Law

Most of us know, of course, that electric current heats whatever it flows through. We also know that the higher the resistance of whatever it flows through, the more the heating. But do you realize that the amount of heat produced by a current flowing through a wire (or any conductor) is proportional not to the amount of current but to the square of the current?

If you double the current in a wire, you get four times as much heat. If you put in three times as much current, you get nine times the heat.

Keep that fact in mind. It's called Joule's law, and it's important. It's the why of most electrical fires.

Danger in the Average Home

Take the average home. It's wired to carry 15 amperes per circuit. When the wiring is installed, fuses that will carry 15 amperes and no more are put in. That's enough current for lights and a reasonable number of radios, television sets, toasters, and so on.

But Harry Homeowner keeps adding all sorts of gadgets, and pretty soon he has fuse trouble, so he decides to put in a 20 amp. fuse. That goes on for a while, then he gets another appliance—an electric heater, perhaps. The 20 amp. fuse blows, so in goes a 30, probably a fusestat or fusetron. He thinks, "That's only double the current and it isn't usually on for long at a time." But 30 amps. will produce four times as much heat per minute as 15.

Where the Fire Starts

How hot the wires will get will depend not only on how fast the heat is generated but also on how fast it can leak away. There are always places along the circuit where the heat leaks away very slowly and the wires get hotter and hotter.

Sooner or later, the insulation breaks down, the current pours through, and a fire starts. Fires from overloading usually start in hard-to-get-at places and, of course, that means hard-to-put-out places. An extra circuit is far cheaper than a fire.

Appliance Fires

Fires in appliances (and their cords) are usually due to wear, moisture or dirt. Taping a worn cord doesn't pay because the wear and kinking that have worn the insulation partly through have probably broken some of the copper strands and a short is apt to result. Of course, the fuse will blow but the arc can easily start a fire.

A fire may easily occur in a vacuum cleaner, too. This equipment takes such a beating that it should be thoroughly cleaned and overhauled at least once a year.

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Extension Cords

Overloaded extension cords often cause fires. This happens with appliances such as heaters, hair driers and irons that pull too much current for the ordinary extension cords. If the cord that comes with the appliance isn't long enough, don't use any available cord. Be sure to use longer cords with the same amperage rating as the appliance.

Electrical Equipment on the Job

Misuse and abuse of electrical equipment aren't always confined to homes. It can happen in offices, laboratories, and warehouses where electrical equipment and heaters are used.

Remember—most electrical fires are caused by overloading and poor maintenance. They can be prevented.

CPYRGHT *power mowers can be dangerous*



Freedom From Injury

Although there may still be snow on the ground when you are reading this issue, it won't be too much longer before the grass will be up and need mowing. And if you are like the average homeowner, you will be using a power mower.

The dictionary defines "safety" as freedom from danger, injury or damage. From the number of power mower accident cases you can see in the emergency room of a suburban hospital on a summer weekend, it is apparent that many users of power mowers have lost their freedom. Using a power mower will never be as safe as sitting in your favorite chair but it can be relatively safe if some simple rules are followed.

Simple Safety Rules

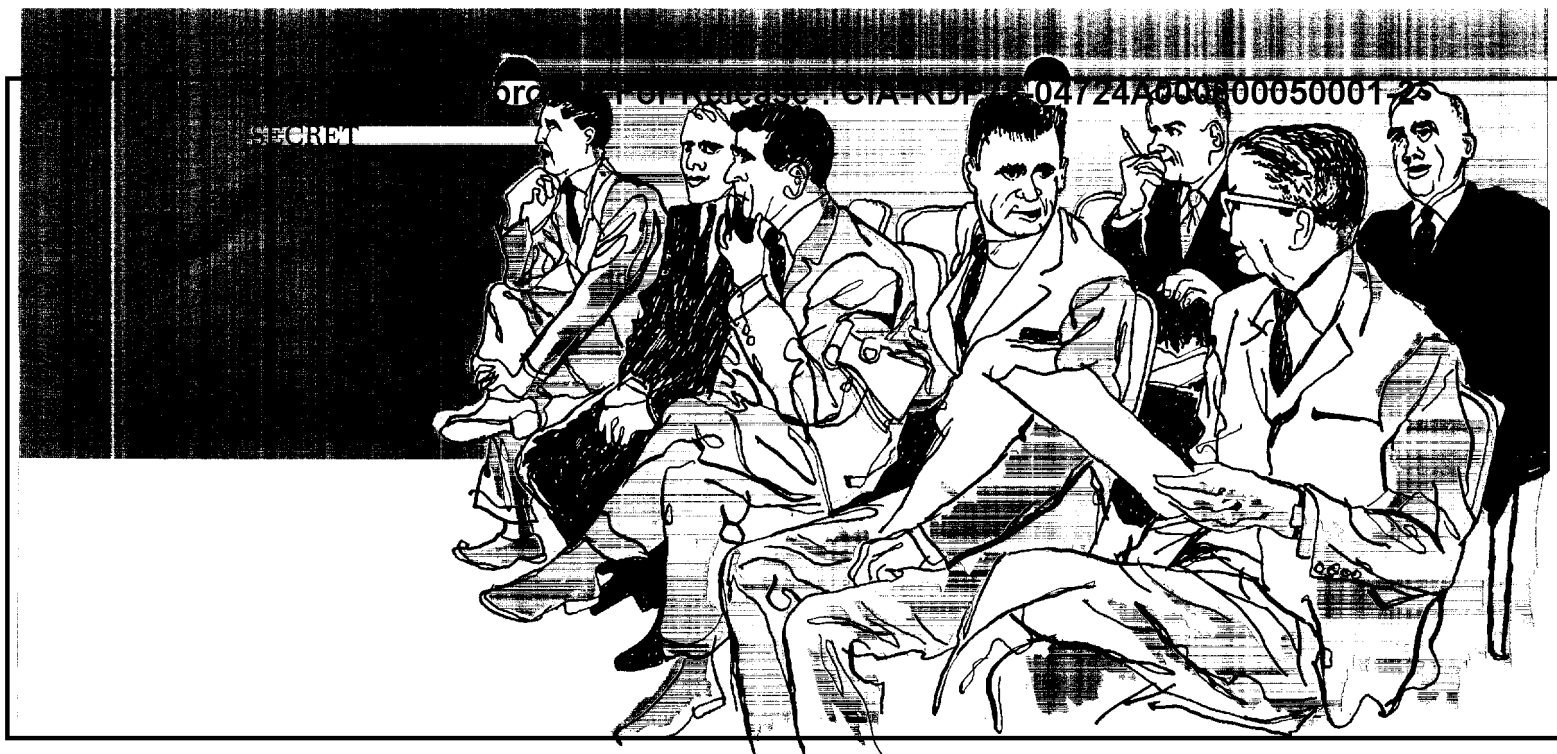
- Watch your footing, particularly on slopes. Many find golf shoes eliminate slipping.

- Keep a keen eye open for objects that might become flying particles thrown by the moving blade.
- Use a safety can (approved by the National Board of Fire Underwriters) and preferably store it outdoors. This will prevent fumes from coming in contact with the pilot light of the furnace or hot water tank. Keep in mind that one gallon of gasoline is as powerful as 49 sticks of dynamite!
- Never add gasoline to a mower when the motor is running. The results could be disastrous.
- Shut off the motor and disconnect the spark plug wire when you're through mowing.
- At the end of the season, drain the mower tank and get rid of the excess gasoline. Even between clippings indoor storage of the mower is not recommended unless the gas tank is drained.

Recent Safety Development

Recently safety discs have been put on the market to replace the mower blades and reduce the danger of losing a toe or being involved in an accident from a flying particle. Most of these discs are lightweight but some complaints have been heard that the heavier ones make it hard to turn over the motor. ★ ★

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What are staff meetings for?

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Why do you hold staff meetings? Are you satisfied with them? Do you know how your subordinates feel about them? What kind of a staff meeting does your boss hold?

The "Managerial Grid" describes five varieties of staff meetings. Do you recognize the description of the meetings you hold or attend? Do you want to do anything about them?

- * 1,1 The boss is a messenger boy who holds regular staff meetings because he would be open to criticism if he did not. The main activity consists of the passing out of a minimum of routine information. The atmosphere is lifeless. Members are passive, uninvolved, uncommunicative.
- 1,9 The boss is a cheer leader who holds staff meetings to promote harmonious working relationships. There is an atmosphere of sweetness and togetherness where routine issues may be politely discussed, but those which are likely to provoke real disagreement are tabled or buried.
- 9,1 The boss is a drill sergeant who holds meetings to pass out orders, decisions, and to get progress reports. The atmosphere is tense and competitive. The boss speaks to subordinates individually; they talk only about those areas they are responsible for. There is little interaction between subordinates.

- 5,5 The boss is a fixer who uses meetings to keep in touch, to show his concern for his people, and to collect their views. Members may find these meetings interesting and satisfying because of the feeling of participation. Traditional procedures and precedents are more important than meaningful activity. Issues that arise are dealt with by reaching reasonably acceptable compromises.

- 9,9 The boss is a coach who uses meetings to aid members to reach understanding and agreement on work-related problems of real concern. Meaningful relations are established through candor, mutual trust and respect. Through lively interaction, people become involved in a team effort to solve problems, to set objectives and find ways to reach them. The atmosphere is penetrating and rewarding, with all members fully committed to the common effort. ★ ★

** Under the Managerial Grid concept, managerial behavior is depicted on a grid with the horizontal axis ranging from a low of one to a high of nine representing Concern for Production. The vertical axis, with a similar nine-point scale, represents Concern for People.*

THE WHITE HOUSE
WASHINGTON

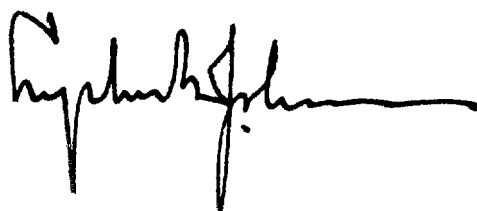
85th Anniversary of the Civil Service Act
January 16, 1968

The 85th anniversary of the Civil Service Act deservedly draws public attention to those who carry forward the vast and complex responsibilities of the Federal Government.

I have many times expressed my high regard for the members of the Federal civil service. They are a strategic national resource and an indispensable arm of our democratic society. Individually and collectively, they ensure the continuing success and integrity of our enviable civil service merit system.

Passed by the Congress on January 16, 1883, the Civil Service Act was a response to an imperative demand to free this nation from the corrupt and degrading spoils system. Over the years, it has repeatedly proved its ability to provide efficient administration of the public business. It has been responsive to the changing needs of the American people, while consistently maintaining high standards of professional honesty and excellence. It served as a model of progressive good government for State and local jurisdictions and by the governments of many other countries.

On this 85th anniversary, I am happy to reaffirm my pride in our Federal civil service and in its dedicated people. It is a pride that is widely and wisely shared.



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the QUESTION BOX



Special Support Bulletin No. 32 on employee benefits answered the more common questions on benefits, services and estate planning. The questions below on these subjects and in other support areas are also answered as being of interest to a comparatively large number of employees.

CPYRGHT

CIVIL SERVICE RETIREMENT

May an employee voluntarily assign his retirement deductions as security for a loan or other purpose?

No.

May an employee borrow from the retirement fund?

No.

Are annuity payments subject to Federal income tax?

Yes, generally except for those payments which represent a return of your contribution to the fund. Information regarding the filing of your return and the computation of the tax may be secured from any office of a District Director, Internal Revenue Service.

How much survivor annuity would my widow receive if I died before retirement?

She would receive 55 per cent of the yearly annuity which you had earned at the time of death. This earned annuity is computed in the same manner as if you had retired but without reduction for being under age 55 and without any increase for voluntary contributions.

If an annuitant serves on a jury, will his annuity be affected?

No.

Under what conditions may an employee retire for disability?

An employee must become totally disabled for useful and efficient service in his position and have completed at least 5 years of civilian service.

What constitutes "total disability"?

Inability of the employee, because of disease or injury, to satisfactorily and efficiently perform his duties or the duties of a similar position. It need not be shown that the applicant is disabled for all kinds of work.

May an individual receive Civil Service annuity and social security benefits at the same time?

Yes, if he has qualified for both benefits.

MILITARY RESERVE RETIREMENT

May I receive retired pay as a member of a reserve component of the Armed Forces on the basis of attainment of age 60 with the completion of 20 years of "satisfactory" service while receiving pay as a civilian?

Yes.

Is a reservist eligible to collect military and federal civil service retired pay concurrently if he qualifies for both?

Yes.

LEAVE

I am a full-time employee earning 13 days annual leave a year. When will my annual leave be increased?

After three years service you will be entitled to 20 days a year and after 15 years, 26 days.

What is meant by administrative leave?

This is leave granted to employees without charge to annual leave under special conditions; examples—to vote, to donate blood, to attend job-

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related meetings. Under this category also come excused tardiness and early closing when weather conditions are extreme and/or hazardous.

If I leave the Government to finish my college education, will I forfeit my accumulated sick leave?

Not if you return within three years.

I will carry over 30 days annual leave at the end of the 1967 leave year and plan to retire 30 June 1968. If I do not take any annual leave before I retire, will I be paid a lump sum payment for my carry-over leave plus what I accumulated in C.Y. 1968?

No. You can only be paid for 30 days in a lump sum. You will have to take your 1968 leave before your retirement.

THE PERSONNEL "HUMP"

What is the so-called personnel "hump" and what are its effects, both present and future?

The hump simply represents a higher than normal proportion of professional employees in a relatively narrow age span. It will remain a fact of life for some eight to ten years when attrition, particularly from retirement, should reduce it. It presents some assignment and promotion problems since it interferes with the usual "stair step" arrangement and it also requires some long-range planning for large losses in the next decade.

ESTATE PLANNING

Are Civil Service survivor annuities included in a decedent's estate for estate tax purposes?

Rev. Rul. 56-1 provides that where an individual who is covered by the U.S. Civil Service Retirement System dies before retirement, the amount includible in his gross estate on account of an annuity payable to his surviving spouse, or other beneficiary, is the amount the individual contributed to the system, plus accrued interest. With regard to a retired individual who dies leaving a Civil Service survivor annuity, the rule is somewhat different. While there has never been a formal ruling in this area, normally approximately 25 per cent of the value of the annuity to the survivor is included in the estate of the decedent for estate tax purposes. However, if you leave at least one-half of your estate to your wife giving her complete control and ownership over the property, your estate would have to exceed \$120,000 before there would be any Federal estate tax to pay.

HEALTH BENEFITS

May an employee keep his health benefits coverage after retirement?

Yes, if he retires on an immediate annuity after 12 or more years of service or under the disability provisions of the retirement law; AND if he was enrolled in a plan under the health benefits program from the date of his first opportunity OR for the 5 years of service immediately preceding his retirement OR continuously for the full period or periods of service beginning with the enrollment which became effective not later than December 31, 1964 whichever period is shorter.

If an employee dies, may his survivors continue his health benefits coverage?

Yes, if—

- ▶ The deceased employee was enrolled for self and family at the time of his death;
- ▶ At least one family member is entitled to an annuity as the survivor of the deceased employee;
- ▶ The annuity of all survivors eligible for health benefits coverage is sufficient to pay the withholdings required for enrollment in a plan.

LIFE INSURANCE

Are dependents insured under the various life insurance plans?

Yes and No. Your dependents are not insured under the Federal Employees Group Life Insurance (FEGLI). However, they may be insured under the WAEPA Plan and they are insured under the UBLIC Plan. Dependents are insured under the WAEPA, if the employee applied for dependent coverage and he is now paying the additional dependent coverage premium of \$.60 per month. Coverage of dependents under the UBLIC Plan costs the employee no additional premium and results from his having enrolled for life insurance on himself under that Plan.

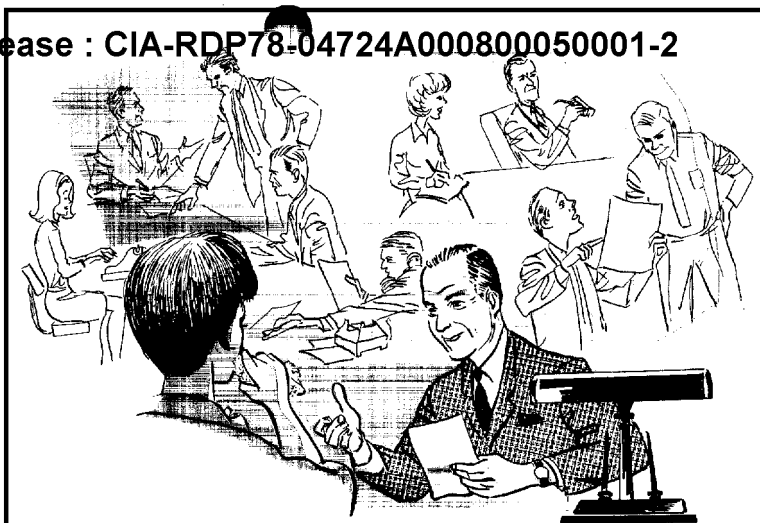
Under both UBLIC and WAEPA, covered dependents are defined as the enrollee's spouse and his unmarried children ages 14 days to 21 years. However, under the WAEPA Plan a dependent child must be a full-time student in order to be covered beyond the age of 19. For dependents 5 years old and older coverage under the UBLIC Plan is \$1,000 per dependent—under the WAEPA Plan it is \$2,000 per dependent. Lesser amounts based on age at death are provided for children less than five years old. ★ ★

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Cooperative effort aids employee's widow



You're Not Just a Number

With all of the emphasis these days on cost effectiveness, systems analysis, and economy, have you begun to wonder if there still is any heart behind all those computers? If so, you can stop worrying. To the Organization's services officers you and your family are still people—not just a number or a case to be handled efficiently but routinely by the book. And here is a good example of what we mean.

Employee Stricken

One of our employees became ill at his duty station. He was promptly evacuated to a larger city where he was treated by local physicians. Unfortunately, death came several days later.

Services Officers Give Prompt Assistance

Normal casualty procedures followed—the body was returned, the family given all possible assistance and within two months most of the benefits were settled. Life insurance was paid to the widow in the amount of \$44,000, and from the retirement system she began to receive a survivor's annuity of \$3,912 per annum—not very much for her to face the future with five children.

Field Report Raises Questions

A few weeks later, Headquarters received an informative report from the station based on an exhaustive investigation by a field security officer. A precise account of the events were set out in detail, from the first moment of the employee's illness through the whole course of the treatment, together with statements from the attending physicians.

Certain aspects of the report made the Personnel Office uneasy about the circumstances surrounding

the treatment and death of the employee. Was it possible that the death might have resulted from substandard medical care with a possible claim for benefits under the Federal Employees Compensation Act? An intensive investigation was set in motion to answer this question since survivorship benefits would be considerably higher under the FECA.

Special Board Convened

The director of the Organization's medical services convened a special board to consider the standard of medical care provided by the foreign facilities and physicians. While the board was conducting a detailed and extensive review of the case, the Personnel Office initiated discussions with the Bureau of Employees Compensation.

The special board concluded that the employee's death was the result of substandard medical care. During the next several months, the Personnel Office worked out the many details with BEC that would ensure the best possible presentation of the case. All of this preliminary effort in behalf of the widow was conducted without her knowledge in order not to raise her hopes until approval of the claim was assured.

Family Benefits From the Cooperative Effort

Finally the cooperative effort paid off. BEC approved the claim, and the widow was presented with a retroactive payment of \$14,578.78, *tax free*. In addition, she received \$4,656.41, representing full payment of retirement fund withholdings. But of most significance to her and the five children is the increase in her monthly check—from \$326 to \$1,082, *tax free!* ★ ★

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THE QUALITY STEP INCREASE

All Components Using the "QSI"

During the past two years all components of the Organization have used quality step increases to recognize and reward employees with sustained high quality performance.

The One Employee in Fifty

Since high quality performance is characterized by unusual proficiency and by substantially exceeding the job's normal requirements, it's easy to see why the number granted would be small. The annual rate for the Organization has been running two per cent or one for every fifty employees. (This compares favorably with the government-wide rate—2.1 per cent.) However, a recent study reveals that in certain of our GS grades the average has been running somewhat higher—three quality step increases per 100 employees in GS grades 7, 12, and 13.

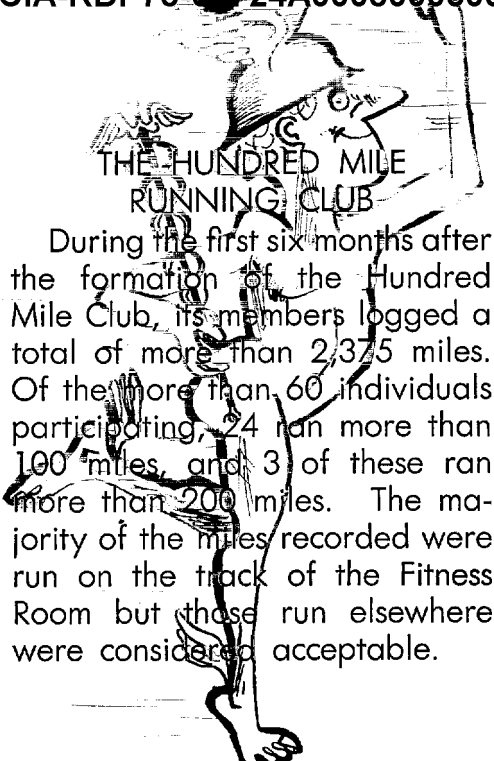
Recommending an Employee

Quality step increases are designed to encourage excellence and to provide supervisors with an aid to motivating their employees. An employee's supervisor may recommend that the employee be given a QSI by forwarding the reasons for his evaluation in a memorandum through command channels to the head of the employee's career service. To warrant consideration, the high quality performance in his present grade must have been sustained for at least six months and must give promise of continuing.

Approval of the Recommendation

The head of the career service will consider each recommendation in light of current performance standards. If he concurs, he will forward the recommendation to the Director of Personnel, who will approve the step increase upon determining that granting of the increase will meet Organization requirements.

THE HUNDRED MILE RUNNING CLUB



During the first six months after the formation of the Hundred Mile Club, its members logged a total of more than 2,375 miles. Of the more than 60 individuals participating, 24 ran more than 100 miles, and 3 of these ran more than 200 miles. The majority of the miles recorded were run on the track of the Fitness Room but those run elsewhere were considered acceptable.

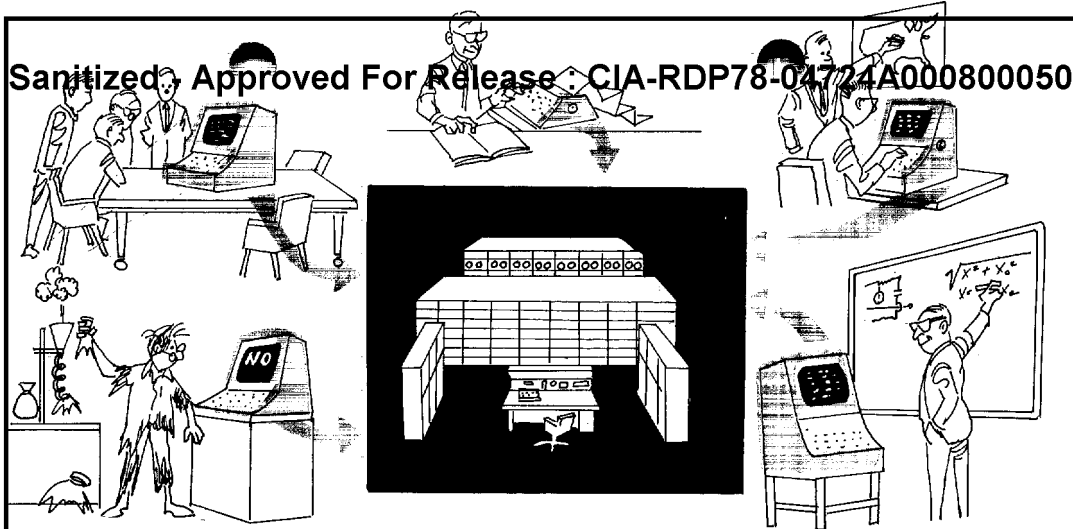
Facts on E Bonds You May Not Know or Have Forgotten

- U.S. Savings Bonds are "indestructible"—any bond that is lost, stolen, or destroyed will be replaced by the Treasury at no cost to the bond owner.
- If you buy one \$50 Series E Savings Bond each month (purchase price \$37.50) for the next 17 years, your 204 bonds will be worth \$10,964 at the end of these 17 years—assuming that the present 4.15 per cent rate will still be in effect.
- The interest earned from your investment in E bonds is not subject to state or local income taxes. Federal tax on E bond interest may be deferred until you redeem the bond.
- Savings bonds account for more than 24 per cent of the publicly held portion of the national debt. They play a key role in the fight against inflation.

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INSTRUCTIONAL SYSTEMS SURVEY CONCLUDED

The August 1966 issue of the Support Bulletin described the widespread interest in new learning systems and the initiation of a comprehensive survey of such systems, which has been completed with some interesting conclusions and resulting actions.

In order to understand the conclusions, present actions and proposed plans as they apply to the Organization, a review of some of the terms and principles involved in programmed learning might prove helpful.

The Role of the Teacher

Programmed instruction does not change the role of the teacher in any appreciable way. The teacher's role is still helping students to learn by providing materials and by encouraging, rewarding and guiding. It is the teacher who sees to it that the student learns, whether programs, computers, filmstrips, overhead projectors, textbooks, or whatever is used. For this reason, the term Program-Assisted Instruction (PAI) is more accurate and the one preferred by the Instructional Systems Study Group (ISSG).

"Program" Described

The ISSG described a program used in assisting instruction as a sequence of instructional material presented in such a manner as to require the learner to read or study the material and then react to it before receiving more instruction. A program begins with a specific description in behavioral terms of desired learning outcomes, carefully and logically arranged in a sequence of information designed to guarantee learning of specific material, requiring the student to be an active participant throughout the program by his continuous interacting with the programmed materials, and providing the student with immediate knowledge of the correctness of

his response. A program is so arranged that every student can proceed at his own pace.

Computer-Assisted Instruction

Programs can be developed which use a computer to assist in the instruction. A central computer acts as an intermediary between the student and a body of knowledge (program) prepared by a teacher. The student interacts with the computer through such input-output devices as a computerized typewriter, a cathode ray tube, or other means. The speed and logic power of the computer make it possible for a large number of students to interact with the system more or less simultaneously with each student working at his own pace, in the same or different courses. The computer will edit the student's response and provide selective feedback to the student.

The Importance of Objectives

What the ISSG calls "specific description in behavioral terms of desired learning outcomes" is what is more commonly known as "objectives."

One of the slogans frequently heard is—"Any subject matter that can be defined in terms of objectives can be taught by means of programs." As with most slogans, this one is too broad to be helpful in developing good programs. But it does indicate that particular subjects are easier to prepare in programmed form and that only certain parts of some courses can be adapted to this form of instruction. For example, the motivating and in-

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spirational aspects of many of our courses do not lend themselves to this type of instruction.

Good programs are always written with highly specific objectives in mind—that is, they are designed to teach the student to do clearly specified things when he is finished—because such objectives make it possible to test whether the program is successful. During the writing, each program is systematically tested and revised until it can be shown to do what it was intended to do.

Taking a Hard Look at Teaching

All instructors would become better teachers if they went through the process of programming the courses they are responsible for teaching. At least, this is the practically unanimous opinion of teachers who have done so. Too often teachers have tended to place the blame on the learner when the learner receives a failing or barely passing grade. The "moment of truth" comes painfully when the teacher is forced to take a hard look at the gap between his supposedly lucid presentation of facts and the learner's supposed stupidity. This hard look is what the programmer does, and the conclusion is that if the student doesn't learn, the fault lies in the method of instruction.

Some General Conclusions

Some of the general conclusions submitted by the ISSG to which our training officers subscribe are as follows:

- Programmed learning can be effectively applied to our training problems on a selective basis.
- If we are to proceed with a programmed learning effort, realistic objectives for courses must be developed, based upon a standard and acceptable definition of objectives.
- The Training Office and the components (consumers) must have continuing interaction to identify the terminal behavior desired from training courses and programs. The components must provide substantive guidance as well.
- PAI is a costly and time-consuming effort.
- As a long-term development, Computer-Assisted Instruction can be an effective and efficient way of meeting future training requirements.

Progress in Programming

In spite of the fact that PAI is very time-consuming, considerable progress is being made in the Organization. Four language instructors have been trained in preparing units of programmed instruction in foreign languages and are developing pilot units for use in their courses.

Off-the-shelf PAI courses in Spanish, French and German have been tried as preliminary instruction in these languages. Students have generally been pleased with this method of instruction and have acquired a framework on which instructors can continue with conventional methods.

Three units of a course in Vietnamese have been completed and are now being tested.

Detailed course objectives for five priority languages have been prepared, and those for other languages are in process.

Other Programs Being Developed

One instructor in each of the three fields of management, clerical and support services training has been trained in PAI and some short units have been developed. Sixteen instructors have been trained to develop units, covering all of the training fields. In addition, commercial programs are being reviewed for suitability in teaching automatic data processing, clerical skills and supervision.

Approximately 75 employees attended a seminar conducted by an outside consultant. As a result, at least eight PAI units were developed, and some have been tested and are ready for use in courses. Programs on map reading and banishing "gobbledygook" have been developed in-house and are being validated. Another on American values is in process of development. Off-the-shelf programs on the basics of grammar are being examined for suitability for use in some of the writing courses.

Plans for Expanding PAI

Plans are being made for additional seminars and training in PAI and to survey the possibilities for using this type of instruction in courses related more closely to substantive areas. In addition, training officials plan to encourage the Civil Service Commission and other organizations in the development of programs for general use in Government training programs. ★ ★

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CPYRGHT

A look at LEGISLATION



PRESIDENT SIGNS BILLS BENEFITING EMPLOYEES

New Law to Close Pay Gap

The President has signed into law a bill to close the comparability gap between the pay of Government personnel and salaries paid by private enterprise. The first step in the plan has raised the pay of General Schedule employees an average of 4.5 per cent. (The precise amount of raise varied slightly from the 4.5 per cent figure in some step rates.)

The second and third steps in the plan to close the gap are automatic raises in July 1968 and July 1969. The 1968 raise will cut to one-half the discrepancy between Government pay and that of private enterprise for the same level of work. The

increase predicted for July 1968 varies from a statutory minimum of 3 per cent for grades GS-1 through GS-6 to 8.7 per cent for GS-16. The 1969 raise will wipe out the remaining gap. However, no GS salary may be increased to exceed salary level V of the Executive Schedule—presently \$28,000.

Salaries for levels III, IV and V of the Executive Schedule were also increased, effective 16 December 1967, and a commission was approved to study executive, congressional and judicial salaries. The commission is to conduct a survey during F.Y. 1969 and report to the President prior to 1 January 1970. The President will then include in the budget transmittal to the Congress in 1970 his recommendation with respect to exact rates of

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pay. If neither house of the Congress enacts legislation within 30 days to change such recommendations, the proposal by the President automatically becomes law. Raises in pay of Executive Schedule officials will assist the top GS employees in achieving comparability by raising the ceiling set by the Executive Level V salary.

New legislation has also raised the pay of military personnel by 5.6 per cent. The total compensation of the military includes quarters and allowances so the new increase in pay resulted in an overall increase in compensation of 4.5 per cent. The legislation also provides for an automatic pay increase for military personnel whenever civilian pay is increased.

Life Insurance Increased

The new law also increased life insurance benefits to Government employees. Employees earning \$8,000 a year or less now are covered by \$10,000 policies. Those earning more than \$8,000 a year are covered by amounts equivalent to their salaries rounded out to the next higher thousandth, plus \$2,000. For example, an employee earning \$13,400 a year is covered by a \$16,000 policy. The former \$20,000 ceiling has been raised to \$32,000. Accidental death and dismemberment insurance has been raised in the same amounts as the life insurance. Employees' premium payments have also been raised—from 25 cents per thousand biweekly to 27½ cents.

New Optional Insurance

Under conditions prescribed by the Civil Service Commission, employees will have the option of

buying an additional \$10,000 of life insurance but with the employees paying the total cost, based on their age.

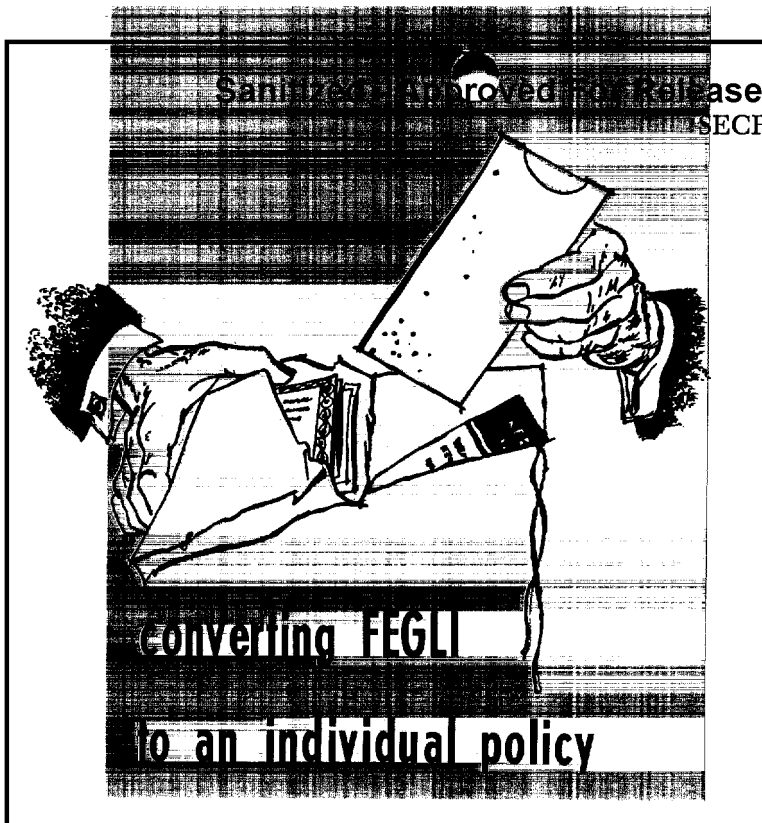
Optional insurance can be carried over into retirement on an immediate annuity if the insurance has been in force for 12 years or for the full period that it was available. Retirees, who are eligible for retention of their optional insurance, will have to continue paying premiums until they are 65. As with the basic insurance, the optional insurance reduces at the rate of 2 per cent a month, down to 25 per cent of the principal sum, beginning at retirement or after age 65, whichever occurs later. It includes an equal amount of accidental death and dismemberment insurance but only until the time of retirement.

Nepotism Banned

Under the new Federal Salary Act, a Government official is prohibited from either appointing, employing, promoting, or advocating these actions in behalf of a relative in a department or agency in which such official is serving or over which he exercises any jurisdiction or control.

Absence Resulting from Hostile Action Abroad

Under another new law, no leave is charged to an employee for absence, not exceeding one year, due to an injury incurred while abroad and resulting from war, insurgency, mob violence, or similar hostile action. The injury must not have been due to vicious habits, intemperance, or willful misconduct. This law is retroactive to the first pay period which began on or after 1 January 1965. ★ ★



One of the benefits of the Federal Employee's Group Life Insurance (FEGLI) is the free life (but not accidental death and dismemberment) insurance that an employee receives when retiring on disability or an immediate annuity with at least 12 years of creditable Government service. The amount of this insurance reduces by .2% each month at age 65 or at time of retirement, whichever is later, until it reaches 25% of the amount you carried when you retire. This has raised some questions among three groups of employees concerning converting from group life insurance to an individual policy.

Three Special Groups of Policyholders

The first group of policyholders interested in conversion includes the younger employee who leaves the Government and has little or no other insurance. The employee who is leaving the Government with more than twelve years of service but not on an immediate annuity is in the second group. The third type of employee asks the question, "Shouldn't I convert to an individual policy when I retire so that my estate will receive the same amount of insurance I have now, regardless of how long I live?" This article explains the pertinent facts of conversion in an attempt to help you make the right decision at the right time if you are in one of the three groups.

Important Facts to Know

You are entitled to convert to an individual policy unless, within three calendar days after the date your insurance terminates, you return to Government Service in the same or another position in which you are eligible to reacquire FEGLI. Any individual policy purchased under a conversion privilege is a private business transaction between you and the eligible insurance company you select. Here are some of the more important things to remember about your conversion privilege:

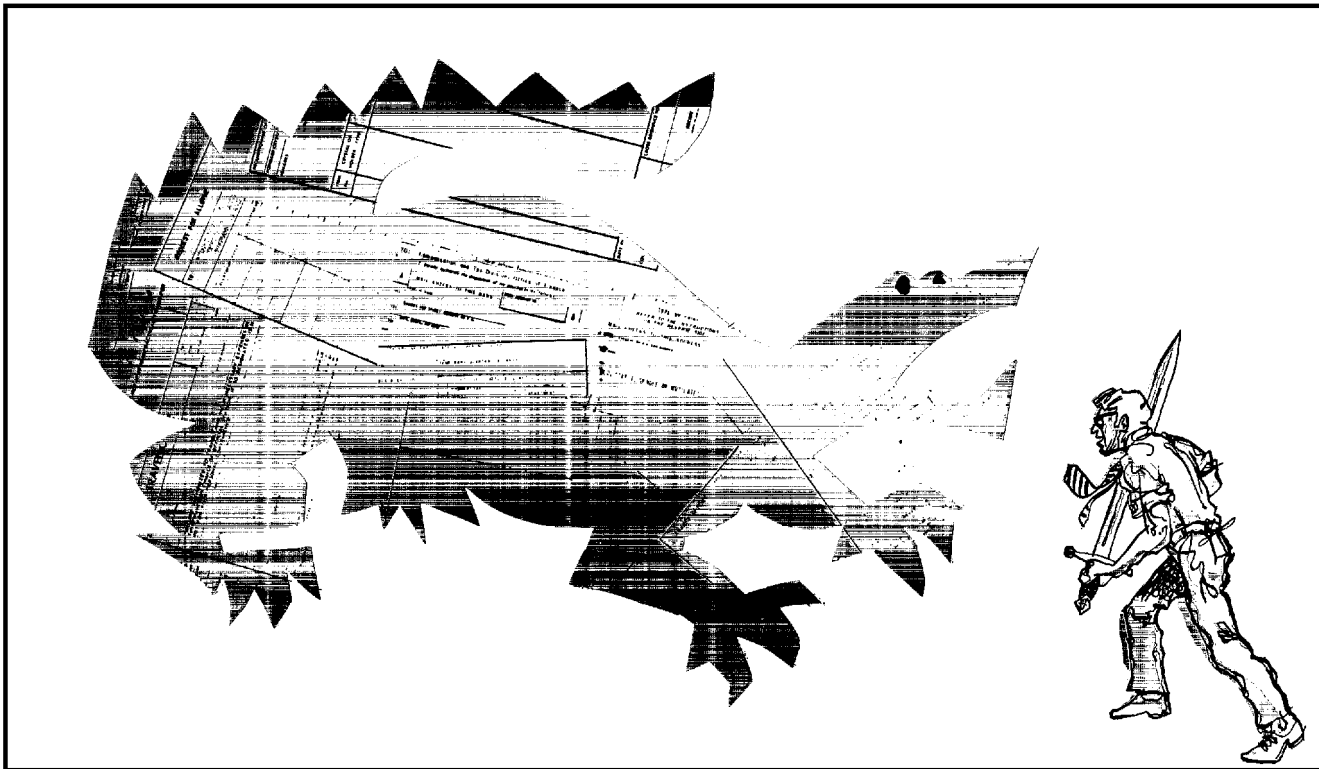
- No medical examination is required.
- You may purchase an individual policy in an amount equal to or less than your group life insurance.
- You must pay the life insurance premium applicable to the type of policy you select and your age and class of risk.
- The Government will not pay any part of the premium cost of your individual policy.
- Your individual policy may be in any form customarily issued by the insurance company, except term insurance, but without disability or accidental death and dismemberment benefits.

Planning Ahead

All of the information given above will be made available to you again when you leave the Government, but now is the time to consider all aspects of your insurance program—what you need now and what you are going to need when your obligations, health, income and other factors may have changed. We don't want you to say when you leave, "If I had known I could have converted my FEGLI I wouldn't have carried so much outside insurance" or "I wish I had known that it cost so much to convert at an older age, I could have taken a limited, outside policy when I was younger and have it all paid up now." There are also other group policies available to Government employees which, like FEGLI, provide partial coverage after retirement if you have carried the policy a certain minimum number of years. Only you can decide what kind and how much insurance you need. But before deciding, be sure you have all the facts on all the types—and early enough so that you won't be sorry later! ★ ★

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cutting down on paper work

One of the comments very commonly heard from the field is the one concerning the administrative burden that results from reports required by support offices at Headquarters. Undoubtedly, there must be some validity to such comments but what may not be known is the fact that constant efforts are being made to ease the paperwork burden.

However, it is unfortunate that when some progress is made, it isn't always taken advantage of.

For example, present regulations require that stations follow-

ing Class A accounting and reporting procedures submit an annual report to Headquarters showing the average cost per mile for various types of vehicles. The regulation states that the factors shown on Form 997, Annual Motor Vehicle Operating and Maintenance Record, will be used in arriving at the average cost per mile, but the station is not required to forward, or even to maintain, Form 997. Nevertheless, some stations continue to send in Form 997, Annual Motor Vehicle Operating and Maintenance Record for each vehicle.

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WHAT IS IT . . . ?

A Brief Description of the Cooperative Program

The Cooperative Program of Education has been operated successfully for more than a half century. (The program was at the University of Cincinnati in 1906.) At the present time more than 100 colleges and universities have a Cooperative Education Program in some form, programs in which hundreds of businesses and industries have joined as well as professional groups and local, state and Federal government organizations.

The Cooperative Program is a plan wherein students combine periods of regular employment with alternate periods of study. The work experience becomes a regular, continuing, and essential part of their professional education. The objective is balanced education—an opportunity for the student not only to learn, but to practice during his impressionable days.

The students learn something of the everyday problems of our economy and how it uses the achievements of their professions.

From the individual student's work experience he brings back to the classroom a more flexible and inquiring mind. Theory has a new significance in the light of everyday reality. The result is a more versatile, better trained person who has a greater understanding of his profession and its impact upon civilization; he is able to do a better job in his ultimate work after graduation.

The majority of cooperative education programs are in the sciences and engineering. There are only a few in the liberal arts.

HOW IT WORKS . . .

Two Students Fill Year-Round Job

Students who follow the Cooperative Program generally take five years to complete the program for the bachelor's degree. Usually in pairs, they reach a cooperative agreement with an employer. They then alternate work periods with study periods. While Student "A" is working, Student "B" is on campus and the following academic period they alternate positions.

While the students or the employer may terminate the agreement at the end of any work period, they

usually, if agreeable to both the students and the employer, continue until graduation.

Wages and Experience are Related

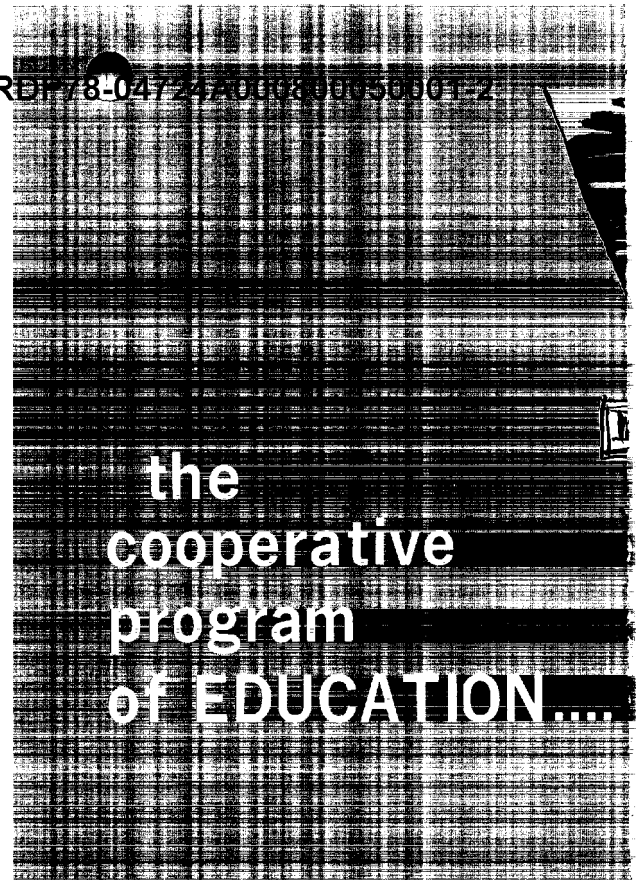
With respect to wages, employers pay the Cooperative students the same wages that they pay other employees of equal experience and background hired from some other source.

WHO BENEFITS . . . ?

Advantages for Cooperating Employers

Some of the advantages for cooperating employers are:

- Carefully selected employees are trained in an employer's organization and procedures while securing an education in an area desired by the firm.
- Experience shows that many of these employees remain with or return to the employing firm after graduation and are qualified to fill important positions. (This is an excellent recruitment program.)



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Advantages for Students

The student's experiences help him to participate intelligently in the shaping of his education in many ways, such as:

- The practical test of his inclinations and adaptability help him to decide on a suitable type of work.
- He is stimulated to make original investigations and to learn the practical applications of the theories he is studying in the university.
- His first-hand contacts with other employees and with the problems of labor and management increase his understanding of the human factors.
- The discipline of his employment helps him to form good work habits and to acquire a feeling of self-reliance and a sense of responsibility.
- He has an opportunity for partial or perhaps total self-support, and can command a better salary upon graduation than can the "regular" student.

Advantages to the University

In addition to the larger service which a university's Cooperative Program renders to its students and the employers, there are advantages within the university itself.

- The double test of academic fitness and employment suitability speeds up the process of evaluating students.
- The alternating periods of work and study permit a fuller use of the university's physical plant, since many more students can be accommodated when only part of them are in the university at one time.

WHAT ARE WE DOING . . . ?

The Organization and Cooperative Education

Within the last year the Organization has seriously entered the field of cooperative education, viewing it as a long range recruitment effort in certain areas of chronic professional personnel shortage. We now have students from ten universities working in five offices. The program is still expanding. Though it will be 1970 before a meaningful judgment can be made on the results, there are signs that we are attracting these students to career employment.

Experience across the country shows that some 50% of co-op students stay on after graduation with their co-op employer. Some employers retain as high as 80%.

As an adjunct to the Cooperative Education Program we have entered upon a very limited Summer Intern Program. We hope hereby to attract a few outstanding graduate students concentrating in certain area and language studies and certain of the sciences. The program allows us to reach students in those universities that do not have a Cooperative Program.

MORE INFORMATION . . . ?

The above programs are operating under an Organization Coordinator for Cooperative Education in the Office of Personnel. He will be glad to discuss them in detail with any employee who might like to explore the opportunities for their own college-enrolled children in this type of educational experience. ★ ★

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